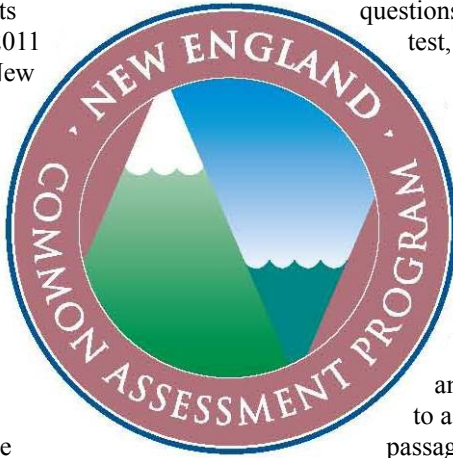


About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

School Results

School: Lincoln Middle School

District: Portland Public Schools

Code: 1134-1354



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Grade Level Summary Report

School: Lincoln Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1354

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				143	36	25	67	47	27	19	13	9	848	491	31	43	18	9	849	14,031	21	56	17	6	848
MATH				143	24	17	44	31	39	27	36	25	840	492	19	37	22	23	841	14,013	17	43	21	19	842
WRITING				142	8	6	63	44	48	34	23	16	838	488	10	45	30	16	839	13,967	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Reading Results

School: Lincoln Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1354

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

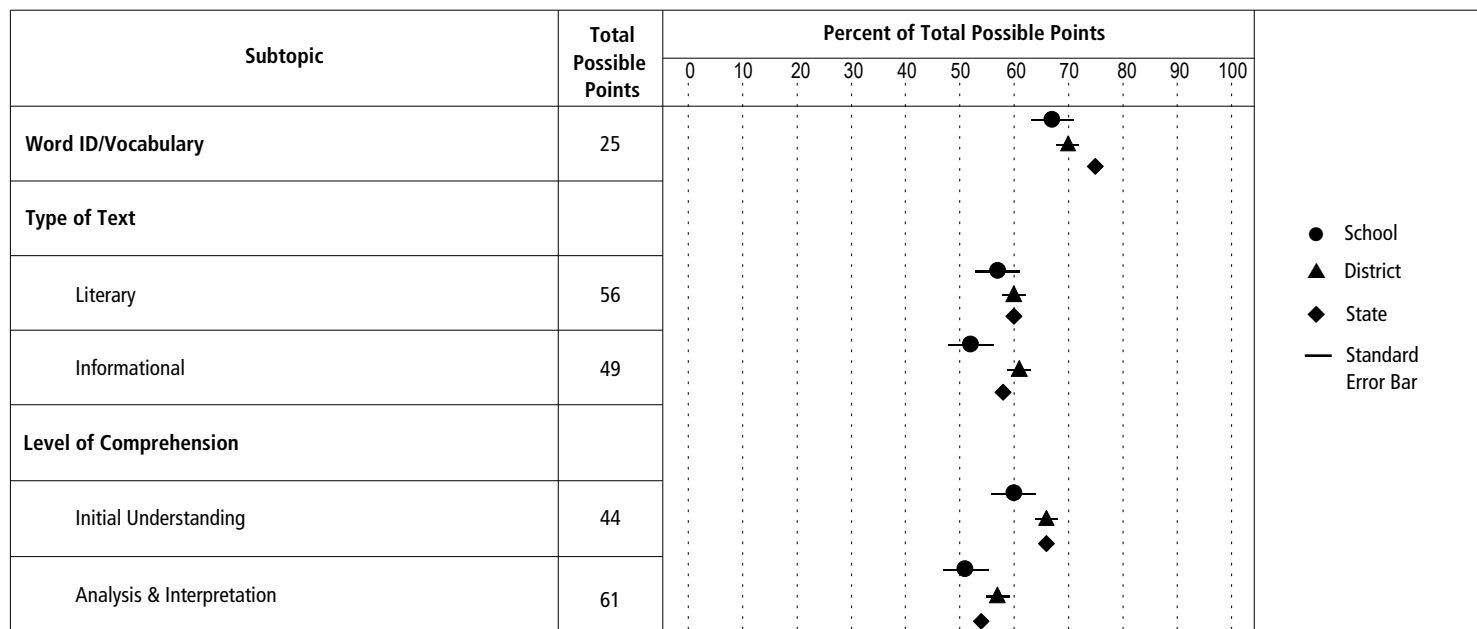
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				147	19	13	74	50	26	18	28	19	843
2010-11				143	23	16	77	54	31	22	12	8	846
2011-12				143	36	25	67	47	27	19	13	9	848
Cumulative Total				433	78	18	218	50	84	19	53	12	846
District													
2009-10				484	100	21	242	50	86	18	56	12	847
2010-11				477	93	19	246	52	105	22	33	7	847
2011-12				491	150	31	209	43	88	18	44	9	849
Cumulative Total				1,452	343	24	697	48	279	19	133	9	848
State													
2009-10				14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total				42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Reading Results

School: Lincoln Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1354

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				143	36	25	67	47	27	19	13	9	848	491	31	43	18	9	849	14,031	21	56	17	6	848
Gender																									
Male				74	15	20	34	46	18	24	7	9	846	249	25	43	21	10	847	7,091	15	57	20	8	846
Female				69	21	30	33	48	9	13	6	9	849	242	36	42	14	7	851	6,940	27	55	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										20	20	50	25	5	847	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										3						107	10	55	23	11	844
Asian				24	3	13	11	46	8	33	2	8	844	51	29	33	24	14	846	235	33	44	16	7	851
Black or African American				22	1	5	11	50	6	27	4	18	839	87	9	36	37	18	840	373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0										0						10	40	50	10	0	856
White				94	32	34	43	46	12	13	7	7	851	320	38	44	12	6	853	12,968	21	57	17	6	849
Two or more races				0										10	10	60	20	10	846	135	20	58	19	4	849
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				40	1	3	18	45	16	40	5	13	839	121	7	36	36	21	838	380	6	38	32	23	838
Former LEP student - monitoring year 1				1										3						18	44	56	0	0	860
Former LEP student - monitoring year 2				0										9						26	58	42	0	0	860
All Other Students				102	34	33	49	48	11	11	8	8	851	358	37	46	12	5	853	13,607	21	57	17	6	849
IEP																									
Students with an IEP				25	0	0	11	44	6	24	8	32	836	79	1	39	35	24	836	2,082	1	33	39	27	835
All Other Students				118	36	31	56	47	21	18	5	4	850	412	36	43	15	6	852	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students				73	6	8	35	48	22	30	10	14	841	269	15	43	28	14	843	5,990	11	55	24	10	844
All Other Students				70	30	43	32	46	5	7	3	4	854	222	50	41	6	3	857	8,041	28	57	12	3	852
Migrant																									
Migrant Students				0										0						9					
All Other Students				143	36	25	67	47	27	19	13	9	848	491	31	43	18	9	849	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services				78	4	5	36	46	25	32	13	17	840	242	29	40	21	10	848	1,368	9	53	30	9	843
All Other Students				65	32	49	31	48	2	3	0	0	857	249	32	45	15	8	850	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan				1										8						401	14	64	19	4	847
All Other Students				142	36	25	66	46	27	19	13	9	848	483	31	42	18	9	849	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Mathematics Results

School: Lincoln Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1354

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

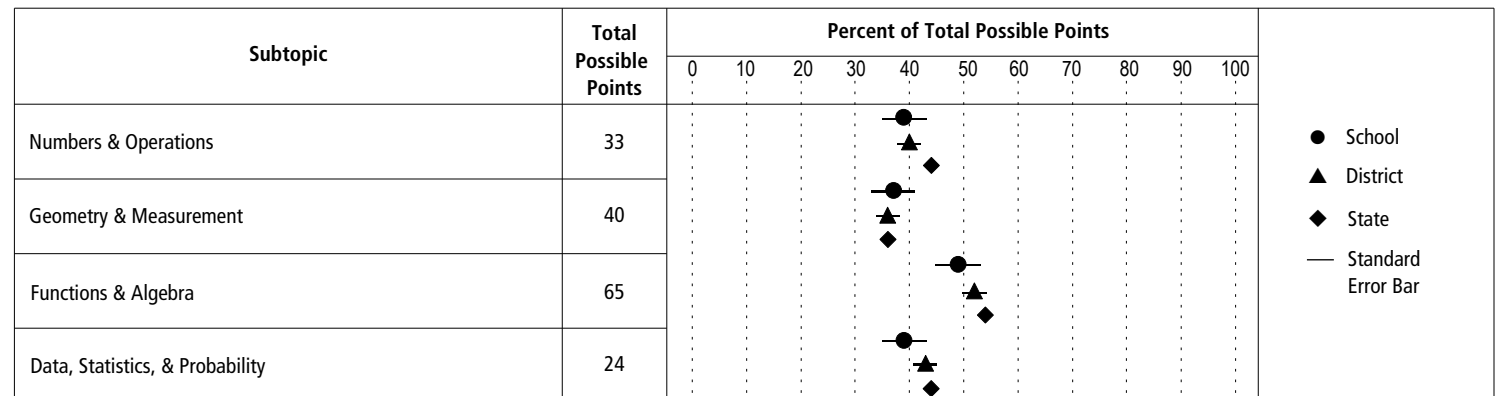
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				150	20	13	52	35	27	18	51	34	837
2010-11				150	23	15	63	42	24	16	40	27	840
2011-12				143	24	17	44	31	39	27	36	25	840
Cumulative Total				443	67	15	159	36	90	20	127	29	839
District													
2009-10				488	86	18	191	39	95	19	116	24	841
2010-11				491	80	16	176	36	109	22	126	26	840
2011-12				492	92	19	182	37	106	22	112	23	841
Cumulative Total				1,471	258	18	549	37	310	21	354	24	841
State													
2009-10				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total				42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Mathematics Results

School: Lincoln Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1354

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				143	24	17	44	31	39	27	36	25	840	492	19	37	22	23	841	14,013	17	43	21	19	842
Gender																									
Male				74	11	15	27	36	15	20	21	28	840	249	18	38	20	25	841	7,084	17	41	22	20	842
Female				69	13	19	17	25	24	35	15	22	840	243	20	36	23	21	841	6,929	17	45	21	17	843
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										20	5	45	25	25	839	202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										3						107	6	36	29	30	838
Asian				24	3	13	6	25	9	38	6	25	840	51	16	37	24	24	841	235	25	42	16	17	845
Black or African American				22	1	5	4	18	6	27	11	50	830	87	2	25	30	43	833	375	6	25	26	43	834
Native Hawaiian or Pacific Islander				0										0						10	40	40	20	0	847
White				94	20	21	33	35	23	24	18	19	843	321	25	40	18	17	844	12,949	17	44	21	18	842
Two or more races				0										10	0	30	30	40	836	135	16	43	15	27	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				40	3	8	5	13	13	33	19	48	833	123	2	20	33	46	833	386	5	21	26	48	833
Former LEP student - monitoring year 1				1										3						18	11	61	22	6	844
Former LEP student - monitoring year 2				0										9						26	38	50	12	0	849
All Other Students				102	21	21	38	37	26	25	17	17	843	357	25	41	18	16	844	13,583	17	44	21	18	842
IEP																									
Students with an IEP				25	0	0	3	12	9	36	13	52	833	78	0	14	29	56	831	2,068	2	15	23	61	831
All Other Students				118	24	20	41	35	30	25	23	19	842	414	22	41	20	16	843	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students				73	6	8	11	15	27	37	29	40	835	271	6	29	30	35	836	5,979	8	37	27	29	838
All Other Students				70	18	26	33	47	12	17	7	10	846	221	35	47	11	8	847	8,034	24	48	18	11	845
Migrant																									
Migrant Students				0										0						9					
All Other Students				143	24	17	44	31	39	27	36	25	840	492	19	37	22	23	841	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services				78	2	3	8	10	32	41	36	46	833	242	17	31	25	27	840	1,365	5	29	34	33	837
All Other Students				65	22	34	36	55	7	11	0	0	849	250	20	42	18	19	842	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan				1										8						400	13	43	27	17	841
All Other Students				142	24	17	44	31	39	27	35	25	840	484	19	37	21	23	841	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Writing Results

School: Lincoln Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1354

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

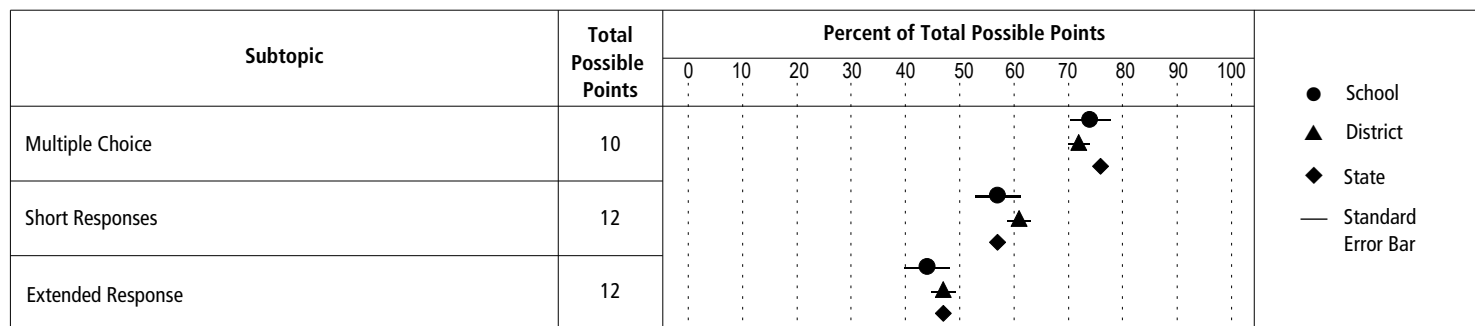
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11				142	8	6	65	46	49	35	20	14	838
2011-12				142	8	6	63	44	48	34	23	16	838
Cumulative Total				284	16	6	128	45	97	34	43	15	838
District													
2009-10													
2010-11				475	60	13	210	44	161	34	44	9	841
2011-12				488	48	10	219	45	144	30	77	16	839
Cumulative Total				963	108	11	429	45	305	32	121	13	840
State													
2009-10													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total				27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Writing Results

School: Lincoln Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1354

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				142	8	6	63	44	48	34	23	16	838	488	10	45	30	16	839	13,967	7	44	37	12	839
Gender																									
Male				73	1	1	28	38	30	41	14	19	835	247	5	38	37	20	836	7,056	4	35	43	18	836
Female				69	7	10	35	51	18	26	9	13	840	241	15	51	22	12	842	6,911	10	53	31	7	841
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										20	15	35	30	20	838	199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										3						107	3	28	50	20	835
Asian				24	0	0	14	58	8	33	2	8	838	51	4	49	29	18	838	235	11	51	28	11	841
Black or African American				22	0	0	3	14	13	59	6	27	831	86	0	24	48	28	832	368	2	29	43	26	833
Native Hawaiian or Pacific Islander				0										0						10	10	60	30	0	843
White				93	8	9	45	48	26	28	14	15	839	318	14	50	24	12	841	12,915	7	44	37	12	839
Two or more races				0										10	0	40	40	20	835	133	7	49	34	11	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				40	0	0	10	25	20	50	10	25	832	121	2	22	44	32	831	378	2	23	44	31	831
Former LEP student - monitoring year 1				1										3						18	22	61	17	0	846
Former LEP student - monitoring year 2				0										9						26	15	69	15	0	846
All Other Students				101	8	8	52	51	28	28	13	13	840	355	13	51	26	11	841	13,545	7	44	37	12	839
IEP																									
Students with an IEP				24	0	0	2	8	9	38	13	54	828	76	0	9	36	55	826	2,052	<1	9	43	47	827
All Other Students				118	8	7	61	52	39	33	10	8	840	412	12	51	28	8	841	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students				72	2	3	20	28	31	43	19	26	834	267	4	32	40	24	834	5,947	3	32	45	19	835
All Other Students				70	6	9	43	61	17	24	4	6	842	221	17	61	17	5	845	8,020	10	52	31	7	841
Migrant																									
Migrant Students				0										0						9					
All Other Students				142	8	6	63	44	48	34	23	16	838	488	10	45	30	16	839	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services				77	1	1	16	21	39	51	21	27	833	240	10	43	32	16	839	1,360	3	28	52	17	835
All Other Students				65	7	11	47	72	9	14	2	3	844	248	10	47	27	16	839	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan				1										8						399	3	35	48	14	836
All Other Students				141	8	6	63	45	47	33	23	16	838	480	10	45	29	16	839	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.